

East Asia Medieval Trade Lesson Plan

Linda Swarlis, Ph.D.
Columbus School for Girls
June 28, 2019

Subject Area: History and Library Collaboration

Grade Level: Grade 7

Unit Title: Medieval Asia

Lesson Title: Was trade with Asia possible for someone living in medieval England?

Objectives:

1. Students will become familiar with medieval trade routes and the items that might have been exchanged (silk, porcelain, cast iron, fireworks, gunpowder).
2. Students will be able to articulate the possible interactions of westerners with East Asia and the barriers to trade.
3. Students will know the names of major trade cities and the types of trade routes passing through those East and Central Asian cities (land and sea).
4. Students will be able to name the cities and or countries where major trade routes met (i.e. Silk Road with European routes).

Materials/Resources Needed:

- Medieval Trade Routes (best projected on a big screen, but can be on the student computers)
<https://www.visualcapitalist.com/medieval-trade-route-map/>
- Handout: Key to Trade Route Map
https://docs.google.com/document/d/1Q76qDj-FFbetEqnPeYoj-NP82rWDY_zAllBeB4OnoqY/edit?usp=sharing
- Silk Road Timeline (to be given to students)
https://docs.google.com/document/d/1K8JiBoF_fZ9Vspcsg8p78sbIXEdm7JcIGDD2oULHjsY/edit?usp=sharing

Resources for Instructors

- Bibliography
https://docs.google.com/document/d/1GCCHHwgjWGsj9ZRjAN-QLQlskepr8c-nM9AF_L2p5Qg/edit?usp=sharing
- List of East Asia Inventions of Note with Time Periods and Dynasties when Known
https://docs.google.com/spreadsheets/d/1O7x6dmZKNY6pN52NjdMsEYMKRrWWPhA_MPU1JH9T0S0/edit?usp=sharing

- Background Information on Medieval Trade in East Asia
 - Holcombe, Charles. *A History of East Asia: From the Origins of Civilization to the Twenty-first Century*. 2nd ed., Cambridge [etc.], Cambridge UP, 2017. pp. 135-139.
 - Neuman, W. Lawrence. *East Asian Societies*. Ann Arbor, Association for Asian Studies, 2014. pp. 5-11.

Anticipatory Set (List specific statements or activities you will use to focus students on the lesson for the day): **(5 minutes discussion + 7 minutes for Discovery video or other video)**

1. If you go to the supermarket or the store with one of your friends or parents what are your favorite foods or items to purchase?
2. How do those items get to your store? (Pass out some items and have students look for tags...made in _____). Have students speculate on the path to their store of choice.
3. What could interfere with those items getting to the store? Events, logistics, breakage, spoiling
4. How many of you have heard of the Great Wall of China?
5. How many of you know why it was built? (See what responses you get). Show video on the Great Wall of China.
6. How many have you seen fireworks? What are your favorite colors or types of fireworks? Where do you see them? Did you know that fireworks originated in China and that the Chinese inventors found a way to use gunpowder for fireworks and then added color?
7. But how and when did we learn about fireworks and other inventions and products from East Asia? What did trade look like then, through the different time periods, and what does it look like now? Think about the tags on items from the earlier question.
8. Has anyone used a compass? GPS? How did people know where to go before GPS? (maps, compass introduction, possible science connection).

Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

- By the end of the lesson students will understand trade routes and what items may have travelled in medieval times across established trade routes and the impact of East Asia inventions on the rest of the world.
- Students will be able to identify possible obstacles that may have interfered with trade.

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

1. Students will need to be able to locate places on a map and trace trade routes.

2. Students need to know that the medieval times or Middle Ages took place roughly between 400 CE and 1400 CE (Could be posted in the classroom).
3. Students may need to see examples of block printing (art teacher collaboration possible), also examples of silk, playing cards, compass, and paper money with some discussion of their importance, especially silk and compasses.
4. Students may not be familiar with “Made in ___”tags.

Procedure:

1. (Small group exercise, quiet collaboration) The [timelines](#) will be mounted on big pieces of papers on tables around the room. Four students per timeline is optimal. Each student in each group will have a different color pen or pencil. Each group needs to identify the names of cities or countries by circling them and the names products or inventions by circling them. One color for cities, one color for products/inventions. Students can help each other find the names of cities and countries and products. (10 minutes). Put two groups together to check answers.
2. (Large group) Students will find as many cities and countries as possible on the projected map (Some teacher assistance may be needed here in noting obstacles between cities...like mountain ranges). (15 minutes)
3. (Silent collaboration) Students go back to the timelines and each with their own color pen or pencil write questions about the timeline that occur to them after seeing the map and the location of the cities included on the timeline. What would have helped trade and what would have hindered trade?
4. Students can respond to each other by writing notes on the comments and questions on the big pieces of paper but they should do so silently.
5. Ask each group what big questions emerged from looking at the timeline more closely
6. Pass out 3 notecards or post-it notes. Have students fill out the answers to the following... I like, I wish, I wonder and give them to the teacher before class ends.

Ohio Standards:

<http://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>

This lesson plan supports the following Grade 7 Standards:

- History Strand -- First Global Age 8
- Geography Strand-- Spatial Thinking 12, Human Systems 13, 14, 15
- Economics Strand -- Scarcity 20